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ABSTRACT

The document describes an educational development service designed to replace the more traditional student counseling service of a community college. It is committed to the principles of service, education and research and the implementation of both preventive and remedial programs which optimize all educational and personal growth opportunities. Six procedural tenets are listed: (1) the service will attempt to assess and meet new needs of the community college, (2) all programs of the service should remain integrated to avoid departmentalization, (3) the service will try to maintain a small staff student ratio, (4) the service will be decentralized to operate throughout the campus, (5) the program will be concerned with all students and go to them for suggestions, and (6) the college strives for a staff which exemplifies faith, understanding and acceptance. Three basic functions of the program are discussed: (1) remedial and rehabilitative, (2) preventive and (3) educative and developmental. The remainder of the paper deals with the community college's entrance and placement program, its academic advising program, its learning assistance program and its counseling program. (MC/Author)

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mount royal college

EDUCATIONAL DEVELOPMENT SERVICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RESEARCH REPORT

AN EDUCATIONAL DEVELOPMENT SERVICES

IN A COMMUNITY COLLEGE

CG 005 463

This paper is one in a series of research reports prepared by the Educational Development Services, Mount Royal College, Calgary, Alberta.

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AN EDUCATIONAL DEVELOPMENT SERVICES IN A COMMUNITY COLLEGE

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AN EDUCATIONAL DEVELOPMENT SERVICES IN A COMMUNITY COLLEGE

Introduction

In keeping with a growing trend toward Student Development Centres in Community Colleges (Grant, 1969; Foulds and Guinan, 1969; Morrill, Ivey and Oetting, 1968), Mount Royal College has developed a comprehensive Educational Development Services (E.D.S.) to replace its Student Counselling Service. What was called the Educational Counselling Centre is now named the Educational Development Services to more appropriately describe the new dimensions of purpose and function of the Counselling Service. Historically, the Counselling Centre operated as a passive and adjustive or remedial service, to which persons with specific problems were referred. Under the new orientation, the E.D.S. has a commitment to the triadic principles of service, education, and research. The counsellors have the opportunity for professional growth in the three spheres of counselling: remedial, educative, and preventive.

The E.D.S. is designed only to meet identified needs in our school and can be considered only as a rough model for others - what needs exist in one school may not exist in another, what model applies in one school may not apply in another. Each service must be unique unto itself and generate the programs which are most useful to the students in the school in which it is found. To implement the change of image at Mount Royal, an active and aggressive stance was adopted by offering to administration, faculty and students, the counselling and educational skills of the staff of the E.D.S. In the administrative arena, counsellors are serving on committes for registration, admissions, curriculum planning, graduation and student placement. With the faculty, the E.D.S. has innovated a faculty-advisor program

for students, established a committee for feed-back to faculty, developed remedial programs in conjunction with the E.D.S., taught classes on counselling, supervised practicum students, and invited individual consultation on both academic and personal matters with instructors. A major concern of the E.D.S. has been to innovate and implement new programs that will enhance and optimize all educational and personal growth opportunities for students. Both preventive and remedial plans were required. In considering the preventive need, it was necessary to consider such global problems as student unrest, alienation, depersonalization and mechanization of student life.

Although the E.D.S. is described in divisions which are identifiable, the operating procedure is to meet a wide spectrum of student needs through an integrated operation and not through divisions.

Statement of Goals

Danskin (1965) indicated that his experience has been that counselling centre staff members usually have a rationale for engaging in any or all of their activities - but a rationale which all too easily can be after the fact. In an attempt to have our staff members explicitly and actively determine the E.D.S.'s fate, we have held periodic retreats directed to this end.

The fate of the E.D.S. has been in the hands of the staff. The goals at the moment are but nebulously stated. It is to create a climate on campus conducive to education. A current counselling service must be part of, not peripheral to, the major goals of a college.

Perhaps another way to state this objective is to say that the service is concerned about the process of education. Where we can, the staff members of the E.D.S. are attempting to create a climate on campus conducive to communication - a communication which is concerned about the total educational process.

Foulds and Guinan (1969) stated our position well when they said that "more attention must be devoted to the developmental aspects of the healthy personality and to the preventative aspects of psychopathology" and that the service "must accept the responsibility for assisting members of that subculture [college campus] to fulfil their needs and actualize their potentials."

Operating Imperatives

Guiding the operation of the E.D.S. are a number of philosophical tenets which guide the thinking of each of the programs.

The underlying theme is probably reflected in the phrases - "man seeking to become" or "a quest for fulfilment." A community college is for all men to develop all behaviours throughout all of life. This would seem to distinguish the community college from the traditional four year schools composed of intellectually elite developing cognitive behaviours.

Some of the procedural operational tenets include the following:

1. The E.D.S. is continually flexible and evolving - continually attempting to assess and meet new needs using sound educational methodology. Oetting (1967) and Danskin (1965) have both indicated that such a service must continually strive to identify the developmental tasks that are necessary for growth, decide what experiences in a college environment have an impact upon these tasks and then create programs that will meet these needs.

2. Because we believe that the programs now under the aegis of the E.D.S. are operationally related they will remain integrated and will attempt to avoid departmentalization.

3. The E.D.S. attempts to be personalized and maintain a staff-student ratio that enables us to achieve this goal. Our staff-student ratio is as small as any reported operation in Canada (Appley, 1967; Taber, 1969).

With a student body of approximately 2,000 full time equivalents, we will have one Language Arts Specialist, seven Counsellors, three Learning Assistance Counsellors, three Learning Assistance Associates and four practicum student counsellors. "Counsellors" are people with traditional educational, career, personal counselling skills; Learning Assistance Counsellors" are specialists with a background in special education, reading and academic upgrading. The "Learning Assistance Associates" are one degree people who act as tutors to students in the Learning Assistance Program (L.A.P.). The "Language Arts Specialist" is an English teacher with a background in remedial and developmental English.

4. The E.D.S. is decentralized in order to meet students on their ground. Not only do we operate out of three locations but all staff are encouraged to be "campus workers" meeting students in residence halls, canteens, lounges or field trips and in the street. This position is reflected in some of our operational names. We are "Services" rather than a "Centre" and we operate programs rather than create divisions.

5. The E.D.S. maintains a positive approach to its operation. We do not maintain the traditional model of waiting until "sick" students come for assistance - we go to students with positive suggestions for their growth. Oetting (1967) suggests that we can no longer sit back and wait for students to line up for therapy or guidance; we must develop a concern for all of the students on the campus and the part that the college experience plays in their lives.

6. Finally, we endeavour to bring together a staff who want to be involved in a program that is rewarding and fulfilling for each of them. We believe that it is imperative for a staff to exemplify "Faith",

"Understanding" and "Acceptance."

- Faith that each man we encounter has the potential ability and the right to the opportunity to achieve his potential,
- Understanding of each individual as he is and as he wishes to be,
- Acceptance of all men as we understand them.

We have selected a staff who (a) strive toward the lofty ideal of having an unwavering faith in every human being, (b) strive to love, (c) strive to understand individuals using all the techniques of the behavioural sciences and (d) strive to provide each individual with the environment he needs to fulfil.

These are the ground rules on which the following sections of this paper are based. The readers are invited to challenge these ground rules and the operational design as it is related to the framework.

The discussions that follow loosely fall into three roles. Some of the programs overlap roles. They are somewhat as follows:

(a) Remedial and Rehabilitative (helping students in present difficulty)

Learning Assistance Program

Counselling Program

(b) Preventive Role (anticipating and circumventing future difficulties)

Personal Development Program

Academic Advising Program

Educational Feed-back Program

(c) Educative and Developmental Role (assisting individuals to plan and value from educational experiences)

Counselling Program

Research Program

Testing Program

Academic Advising Program

ENTRANCE AND PLACEMENT PROGRAM

The traditional role of entrance and placement tests has been, as the term itself implies, to assist counsellors and administrators in determining who shall go to college and secondly what course of studies an individual student might profitably follow. In Alberta there has been no widespread use of entrance tests since certain other requirements have been asked for, whether they be high school matriculation, a high school diploma or specific secondary school subjects. In effect the high school average serves the screening function in Canada that entrance testing programs now serve in the U.S., and each seems to do its job rather well, namely discouraging or preventing a student from entering a college where there is a high probability that he cannot succeed. This last statement is of paramount importance, in fact, it is the rationale behind most testing programs that exist today. The tests serve the school whose status is quo. If the student does not fit the school, he cannot or should not enter.

Consequently, a policy of open door, and a philosophy of student development within that open door require that we drastically change our frame of reference for testing. The question of accepting or rejecting a student no longer exists at Mount Royal. If he is 18, he is in, and the college is obliged to educate him to the best of its ability. And, if one is to accept the premise that each individual has the right to an opportunity to meet his potential, it becomes no longer reasonable to assume that the student will respond to the standard educational treatment. To use a medical analogy, we must treat the patient for what he is, not for what we wish he had. More accurate prediction of those likely to succeed within the established educational structure has been, and still is, the raison d'être of college entrance examinations. We cannot easily

dispute the advantages to be gained both in terms of financial savings and savings in human effort. It seems that testing programs provide an interesting reflection of the educational philosophies on which they are based.

It is obvious then, that the policy of open door and the philosophy of student development within that open door require new approaches to education which must have an effect far beyond the counselling aspect. Instruction must also reflect the new philosophy, and testing, which in the past has been a rather isolated and peripheral activity, must be intimately bound up with the instructional activity. Its function is to be diagnostic, and as such, it should in part define the educational experience the college provides as the student attempts to progress toward these goals which he has set for himself.

Our Present Program

The contents of our entrance testing package are determined by the instructional needs available at any given point in time. We will not test for the sake of testing, but only if the information is to be used. At the present time our entrance battery serves three major functions:

1. to identify candidates for the Learning Assistance Program,
2. to provide information to assist in English course selection,
3. to serve as research data.

Since we plan to be continually developing a more effective test battery, the contents of the battery will change rather frequently. In the fall of 1969, we administered (1) the Cooperative English Test (Expression Part only), (2) the Davis Reading Test, which provides scores for level and speed of comprehension, (3) the Abstract Reasoning subtest of the Differential Aptitude Test and (4) the IPAT 16 Personality Factors. In

the subsequent semester we dropped the DAT Abstract Reasoning since we found that it did not discriminate between students in our various programs, whereas the Coop and Davis did. The 16 PF has been, at least temporarily, dropped from the battery until we complete our investigations into its value. This term we added a short essay to the battery, which we hope will be of assistance in describing the written skills a student possesses, when he enters college. Our English department will rate the essays and we will determine their predictive validity for freshman English when final grades are issued. This kind of data presents some technical problems, but we feel they can be overcome.

The criterion for referral to the Learning Assistance Program has been arbitrarily established on the basis of available resource facilities and staff. At the present time, we refer all students who have two or more of their achievement scores in the bottom quartile as per the published norms. We have found that approximately 35 to 40 percent of our student population meets this criterion. Now that we have developed our own norms for these tests, we will probably reduce the proportion of students referred.

One problem we are now facing is that of giving college credit for essentially remedial courses. If we are committed to a position which argues that our function is to accept the student at his present level of operation and take him as far as we can, and if remediation is necessary, then we feel remedial activity must be offered on a credit basis. This is one source of concern since many who profess the "new" philosophy have considerable difficulty breaking from the traditional academic model.

As you can see, our present testing program falls short of meeting the requirements laid down earlier. At some point in the future, we hope to make a much more thorough attempt to assess where a student is, not only in cognitive areas, but also in terms of his emotional life. If we ever get to the point where we can sit down with the student and help him lay out some fairly precise goals for himself, and if we can convince the teaching faculty that it may be of value to take note of these goals, we feel that the value of test data will be even further enhanced for it is objective test data which identifies the starting point and provides some guides in building a college experience.

Research Function

The research component of E.D.S. has four levels of function. These are:

1. To continually assess the validity of the entrance test data being collected.

This function goes almost without saying. Entrance tests have questionable predictive validity at the best of times, perhaps largely due to the nature of the criteria being predicted. Grade point average does not constitute a variable but represents a host of considerations. We are beginning to think that our time may be better spent taking the test data at face value and conveying to instructors the message that their evaluations are perhaps rather dubious.

2. To assess the value of the various programs offered by the E.D.S.

   This is one most basic research function. Whether we are talking about the Learning Assistance Program, group counselling, or the activities of special groups, for example - adult students, foreign students, manpower students, minority groups, etc., we feel assessment of such special programs is a must. We must be able to <u>demonstrate</u> that our activity is doing what we say it is.

3. To provide data to faculty and administration about the student body. We hope to facilitate college development by providing knowledge of student characteristics to curriculum planners. We see <u>biographical</u>, <u>demographic</u>, <u>ability</u>, <u>interest</u> and <u>attitude measures</u> as vital information which should assist faculty in understanding their students.

4. To assist in the development of instructional programs based on a consideration of student characteristics. This fourth and most challenging research function is perhaps the most important. Programs of study built on knowledge of student characteristics have to be developed through a rather tedious series of research projects. Knowing what characteristics a student has is not enough. The problem is knowing how these are related to success in the various methods of learning which the technologies have provided.

Because the Educational Development Services have just recently been initiated, it is difficult to be much more specific in terms of research examples. Hopefully, within the near future some analyses will have been completed which will be shared via professional publications.

ACADEMIC ADVISING PROGRAM

The open door admission policy admitted a community college student population with a wide dispersion of age, academic background, and achievement potential, requiring more individual assistance than a counsellor ratio of 1:300 could provide. Such immediate and basic issues as alarming dropout rates in the first semester, the attrition rate between first and second year, the high percentage of "students in trouble" at mid semester, and the innumerable program changes, along with the growing student discontent, indicated that something had to be done to reach more of the students as early as possible while important decisions were being made. Since there seemed to be no other way to provide this service, the E.D.S. decided to implement a faculty-advisor system. It was further assumed that the advisor system would have a positive effect on relieving student pressures (Hubbell, 1968) and that it would foster in the students a sense of belonging and being counted in the academic community (Berkeley Report, 1966).

The next step was to find out what research had been done on student perception of advisor programs, and what the student preferences might be. Studies by Donk and Oetting (1967) and Donk and Oetting (1968) demonstrated that entering freshman preferred to see their instructor or their advisor regarding assistance in academic problems. In 1968, Donk and Oetting learned that even with an advisor system, one third of

the students were getting "bootleg" advising from their classroom instructors. It was evident that the students preferred to obtain academic advice and information from the instructors.

Further review of the studies indicated inconsistency in the benefits derived from faculty advisor programs in the different colleges. Johnson and Morehead (1964) conducted a study involving an experimental and a control group. The result of the experiment indicated a positive relationship between the experimental group and the group with a higher G.P.A. This was attributed to the systematic program of two extra interviews with their advisors plus two extra group meetings for each student and the conscious effort by the advisors to establish rapport with the student. The control group had been free to see their advisors as they chose but without the imposed structure or the approach of Counselling. The Rossman studies (1968) did not present convincing evidence that the faculty advisor program would be worthwhile in terms of improving G.P.A. or retention in school. If the faculty advisor program were to be of significant benefit, the advisors would need to develop sufficient techniques of guidance to enable them to take an intelligent and effective part in this work (Traxler, 1952). It could be inferred that advisement has proved to be less successful in those colleges where it had operated mechanically and more successful in those colleges where it had operated from the guidance and counselling approach. Dr. Dale Miller, at Golden West College, described a model based on the concept that advising and counselling are inter-related and that the advisor program belongs with the Counselling Division and not with the Department of Instruction. At Golden West, advisors were assigned to counsellors with similar subject area backgrounds who gave assistance and support to the advisors as required. This, as far as possible, became the rationale and model for the advisor system at Mount Royal College.

Selection and Training of Advisors

In May 1969, twenty faculty members were appointed or selected from a list of volunteers on the basis of their interest in student welfare, knowledge of programs, academic experience and favourable personal attributes, such as ability to interact well with students. They were divided into three groups according to programs offered at Mount Royal or to special student groups. A counsellor was appointed to each major group for assistance and supervision.

A two-day training period in May was spent reviewing many techniques for interviewing as related to counselling and guidance, with considerable emphasis on the non-directive approach and the importance of developing a relationship. A further four day orientation period in August was spent dealing with the mechanics of registration, details of programs, use of placement tests, and reasons and methods for referral.

Additional salary was paid to these advisors for the two week pre-registration period. A further sum was paid for the remainder of the year with the agreement that each advisor would be available for at least two hours per week, and as required during peak periods such as mid terms and reporting of "down grades." They performed these duties in addition to their full teaching duties.

Role and Function of Advisors

The students made appointments to see their advisors through a secretary. They met their advisors in cubicle offices in the E.D.S., with the three supervisor-counsellor offices located nearby for easy access. Since admissions testing and a sequential appointment with an advisor were compulsory before registration, every student had an interview with an advisor who, by that time, had his test scores. Although such information

was minimal, at least some screening for placement in English classes or referring for remedial assistance was done. Realistic course loads were also more appropriately assessed through this data. Advisors placed notes in the student file regarding the program selected and used a 'bring-forward' card file to check on students at a later date.

At midterms, students with failing grades were notified that they must see their advisor regarding their academic difficulty. Advisors were given a list of these students "in trouble" and encouraged to contact any of the recalcitrants. Students with good standing were notified of a special early advisement period to facilitate the second semester registration. Control of the system of registration was carried out through the advisors who distributed priority cards which designated a specific date and time during which the student was to register.

Responsibility for the students' programs rested with the advisors who signed the first program registration form and course change slips, who checked graduation requirements and noted the variations. The inherent purpose for this was to structure as many student-advisor contacts as necessary. Advisors were encouraged to refer to counsellors those students who were unsure of their academic goals, or any of those students who required more assistance than the advisor was equipped to provide. The advisor program did not prevent any student from seeking information or assistance from a classroom instructor. However, only the advisor was authorized to sign the student's forms.

Evaluation

To assess the effectiveness of this program it was necessary (1) to determine the level of efficiency of the process and (2) to look for evidence that the advisor program achieved its goals.

A study of the efficiency encompassed a survey assessing the (1) impact of the advisor program on students, (2) perceptions and attitudes of the advisors toward their role and function, (3) views of the faculty at large regarding the benefits of this program and (4) the students' perceptions of the efficiency and helpfulness of the process so that changes can be made which will improve the operation.

LEARNING ASSISTANCE PROGRAM

The "open door" philosophy in the community college brings students to Mount Royal College seeking to profit from instruction that will move them educationally and personally toward a more enriched and meaningful life. Research descriptions of the average community college student indicate many will have difficulty in working toward this goal. Population descriptions of community colleges show large percentages of students deficient in academic preparation and functionally lower in most areas on stardardized testing considered to measure college achievement levels (Cross, 1968; Panos, 1966).

Roueche (1968) and Merson (1968) indicate as high as 50% of entering first year community college students will fall into the lowest quartile on standardized testing, using college norms. Goldberg and Dailey in 1963, as quoted by Cross in her work on research description of junior college students, found significant differences in fourteen measures of ability between students of the two year college and students of the four year school. All fourteen areas indicated lower ability in an average student population.

As many as fifty percent of a community college population could be characterized as low achieving/low potential students when they walk

through the "open door." What happens after these students enter hhe community college is affected by an interesting statistic: 75% of low achieving students withdraw from college their first academic year (Roueche, 1968). At Mount Royal, by simple mathematics, the "open door" becomes a "revolving door."

Aware of this situation, many community colleges have attempted to help the low achiever and the student having academic difficulty by providing remedial classes, opportunity programs, college enrichment programs, and other approaches based on a classroom format. Research strongly indicates low success rates using this approach (Roueche, 1968; Richardson and Elsner, 1966). To improve on the remedial class approach, many community colleges have instituted Reading Study Skills Clinics geared to specialized remediation and individualized programs. But strengthening a skills development program to fit into a student development concept was not adequate for our planned emphasis. To more suitably adapt itself to this concept, the L.A.P. has established the following hierarchy of concerns for assisting the progress and development of the student who is unprepared to succeed in college:

(1) Self perception of the learner in actualizing his capabilities and capacities is a primary determinant in process of acquiring that which, within the student's realm, is considered of value to learn (Sopis, 1968; Lecky, 1945).

(2) Interdependent with self perception as a learner are the psychological, emotional and motivational variables that either facilitate or hinder the process of learning (Spache, 1964; Hill, 1962).

(3) An integral phase, yet of a secondary nature, is the quality of assistance environment, which consists of program materials, facilities and the facilitator.

In essence, the Mount Royal College decision was that remedial classes and skill improvement clinics were not adequate to meet the scope of concerns we had for the student who is low in academic potential. Concomitant with the academic difficulties of the student in need of assistance in staying away from the revolving door, are emotional, psychological and personal problems. We find little in the remedial class or skills clinic approaches that provides the support or assistance necessary to aid the student with other than strictly academic problems. A team of trained counsellors and learning assistance counsellors can legitimately involve themselves in aiding the learner to develop his "self-image" and fself concept as a competent learner. By so doing, significant change can be made in potential success of low achieving students. Most students entering the L.A.P. have been identified as potentially low in academic success and advised to enter the program. Once there, each student is in continuous contact with someone who is there is assist him in enriching those skills appropriate to success. Primarily each Learning Assistance Counsellor is constantly involved in an effort to improve the student's valuation of his own capabilities. Upon L.A.P. entry, the Learning Assistance Counsellor and the student very closely review the entrance testing. Further diagnostic testing, if necessary, is accomplished. Personal learning difficulties, personal goals, and concerns about learning are then discussed. An attempt is made to aid the student in a realistic, but supportive ascertainment of his present academic position. The Learning Assistance Counsellor aids the student in mapping out goals for skill improvement and for establishing priorities and setting immediate and mid-range priorities in the process of accomplishing the desired long-range changes in performance. Material and resources pertaining to specific needs are explored and the student and counsellor together set up a program for entering into the assistance program.

The student determines the time he can invest and fits it into his schedule. A plan for study, which considers space needs, time to be spent and regular weekly discussion sessions with the Learning Assistance Counsellor, is made. A self-help contract is drawn and signed by both the student and the Learning Assistance Counsellor. The program of independent study begins with an introduction to materials and equipment. A Learning Lab. assistant is on hand to provide help and to continually encourage the student if it is needed. Weekly discussions of difficulties, materials, progress and attitudes contribute to the personal encouragement of the student.

Continual awareness of progress and a thoroughly understood and self-planned program with an interested, supportive and encouraging person assisting where needed, builds quickly toward a more confident and able student. Initially, reaction by the student is both favourable and enthusiastic. Next as the skill level and developing self image as a competent learner improves, transference to other class work and improved dealing with the general learning environment seems to take place. At this point we are attempting to measure and come up with exact data to determine how much transference occurs. A previous experience in a similar approach, but with fewer controls, much less follow-up in student contact, and less adequate materials, resulted in an improvement in reading speed (an average of 175 words dealt with per minute), 20% improvement in reading comprehension and over a year improvement in level in English mechanics and effectiveness. A half dozen of the 46 involved, who showed major change, were in the lower 4-5%ile and were considered by their teachers as extremely low in potential. These six, as a result of team effort, completed the year with 3.25 G.P.A.'s

or better. One student had been originally characterized as unable to spell his name correctly two times out of four. He received a year-end reward for highest G.P.A. in his faculty.

As a part of the total approach, regular close co-ordination with other counsellors and psychologists within the E.D.S. takes place. An extensive program of referral to individual counselling, group therapy, and communication development groups is continuous. In the 1968-69 year it was found that a known 30% of those students entering what was then the Reading Skills Clinic became involved in some form of counselling, either during or adjacent to their clinic experience. Often academic difficulties were extensions of personal or psychological difficulties, and academic difficulties were in turn found to cause personal and psychological difficulties. Compared with studies by Hafner (1966) and Jackson (1964) Mount Royal's percentage would seem to be an average rather than an exception.

The L.A.P. has provided services for approximately a quarter of the students at Mount Royal College. The fall semester saw the L.A.P. involved in development and implementation of 400 individualized programs. In addition, the L.A.P. has commitment for Language Arts in an experimental adult upgrading program (40 Indian and culturally variant whites), 25 professional and business people in a reading improvement program, 23 oriental students studying English, 18 college students who have extremely deficient English skills and 6 learning disabled students, who are minimally brain damaged or who have gross vision difficulties. Individual faculty, advisor and counsellor referrals, which were in excess of 300 referrals for the first semester are also a part of the program. This was done with a staff of two Learning Assistance Counsellors, one

Language Arts specialist, two assistants and a lab. supervisor. In addition to the numerous counselling sessions carried on by the Learning Assistance Counsellors and associates, approximately 25% of these 400 students have been referred to other counsellors for assistance.

We have recently restructured our commitment in the number of students we can effectively follow up and provide with the support we see as our responsibility. Each Learning Assistance Counsellor will program and supervise a maximum of 80 clients per quarter. With an additional Learning Assistance Counsellor coming in July, a client load of 240 clients can be effectively dealt with in an on-going 8-10 week period. Short seminars on specific topics will further extend our contacts. Our materials include a wide spectrum of programmed materials, study materials, machine programs, audio tutorials, film strips, records, tapes and English Second Language materials.

Specifically this section of the paper has not dealt with the "How to" which could have included programs, materials, methodology, and machinery but it has dealt with the priority of concern for the development of the student as an individual who should have the right to progress intellectually and educationally to the most enriched state within his capabilities. Education in the view of the community college is not a process where one ends his education at a given point, but a continuous process where further enrichment and a fuller, more purposeful life can be attained. The Learning Assistance Program is the tool the Educational Development Services use for the assistance and educational encouragement of the returning adult, the non-matriculant seeking further opportunity, the underachiever and low achiever, and the regular student seeking enrichment. This program seeks to change and to assist in molding self image for a progressive enrichment of the education experience at Mount Royal.

COUNSELLING PROGRAM

The preceding material reveals two important facts: (1) at Mount Royal College we are employing a team approach to meet the student where he is and to help him move forward in his life process, and (2) we are expanding the function of the commonly conceived guidance and counselling services. Incorporated within our team we have six distinct but intricately interwoven functions. Testing and research, academic advisement, guidance counselling, career counselling, therapeutic counselling, and the learning assistance program comprise these six components. Let's now zero-in on the specific kinds of counselling and examine the manner in which they are differentiated.

All seven of our full-time counsellors, plus four student counsellors from the University of Calgary, are involved in this process, giving us a ratio of less than 300 students per counsellor. This is an optimal situation, i.e. we can do what we feel - what we know - we should be doing, and we are seeking to enhance our services by running group sessions whenever possible.

As community college counsellors, we are expected to cope with numerous guidance tasks. We help plan registration procedures and work during registration to remedy inevitable difficulties. In helping students plan ahead, we are expected to be able to give sound advice regarding our career programs and also about transfer to four-year colleges and universities both in Canada and in the United States. Guidance is a complex and demanding part of our responsibility. Three members of our staff supervise our academic advisors. Because of past experience and through their involvement with the academic advisors, they have developed detailed knowledge of our college and its evolving programs. Further, they

are constantly involved in evaluating and compiling data from parent institutions to which Mount Royal students may transfer. This is no miniscule task and, because of their expertise, these three staff members find themselves primarily involved in program selection, credit evaluation and student transfer. This particular skill area we have delineated as "guidance counselling."

One of our staff members has had experience working with a private consulting firm in career exploration and appraisal. Thus, we rely on him for our edification of vocational information and we frequently refer students to him whose primary concern is career exploration and selection. Extensive psychometric data are often used in this process and we often compile these data and then employ multiple counselling to best try to assess the needs and interests of the student. A concomitant value of this process is that it helps the rest of us to gain valuable insights into the use of psychometric data and in career appraisal.

Within the realm of therapeutic counselling, we seem to deal with two very disparate kinds of clientele. The first is the student who is hurting. He is often upset, frustrated, anxious and is generally characterized by an inability to function with any degree of efficiency. Our primary objective with this type of student is to work with him until he is in a position to help himself. This process often evolves in three distinct stages: (1) defining and refining specific problems, (2) seeking and exploring alternatives, and (3) moderating or adapting behaviours which enable the individual to cope more successfully. To facilitate the evolution of these stages, various counselling models are used. These models include problem solving groups, de-sensitization, multiple counselling and case conferencing.

The second part of our clientele is the relatively healthy person seeking new levels of awareness and/or more meaningful relationships with others. Some of this self-actualization process is accomplished in the one-to-one relationship but we are employing more and more encounter groups to help facilitate meaningful interaction between healthy persons. Our premise for this approach is that (1) it is more efficient in terms of counsellor deployment, (2) the group often picks-up on meaningful subtle communications that might be missed in a one-to-one relationship and (3) meaningful relationships with six or eight persons within a group seem to offer greater possibilities for the development of meaningful relationships being generalized to friends outside the group.

In all of our group work we are employing co-counsellors. We feel that this increases our effectiveness within the group and it enables one of us at a time to zero in and to be very actively involved and yet have someone there with a more global perspective of the group. In addition, it enables all of our staff to be involved in the group process and to gain skills and insights from one another as well as from the group itself.

Now, lest the reader be mislead, it needs to be said that there are no hard and fast boundaries in these divisions of the counselling process. All of our staff are often involved in these disparate kinds of functions and there is no fear of "invading someone else's territory." We do have specialists in guidance, in careers and in therapy but we use each other as resource persons and as referral agents and not as entities unto ourselves. And, we are using more and more multiple counselling. Yes, it does give us a better chance to deal effectively with our client or clients. Equally as important, however, we find it enhances our efficiency and through critique and feedback we are learning a great deal about ourselves as counsellors. It enhances professional growth.

The final component, and undeniably one of our most vital assets, is a very competent secretarial staff. We feel that our administration views the E.D.S. as the hub of the educational process. This is perhaps best reflected in the fact that our budget allows us to utilize four secretaries. We're not expected to be paper shufflers! Our secretaries score tests, record and file pertinent data, schedule appointments and expedite our effectiveness through their efficiency. In a sense, they almost become intake counsellors and have grown quite adept in guiding a student to the person who is best equipped to help them.

Are we extending beyond the bounds of the commonly conceived counselling centre? Collectively, we feel that we are, in actuality, evolving toward the concept of a Student Development Centre as proscribed by Grant (1969) and by Morrill, Ivey and Oetting (1968). As we have begun to view counselling as a progressively more positive force, we've initiated a rather aggressive movement to get out of the counselling centre and to meet the students in their own environment.

Our first opportunity this year was afforded by the Physical Education and Recreation Department. We were asked to help them plan a weekend campout with their entire student body and with their staff. We helped them plan it and five of us from the counselling staff participated in the campout. Other than being just "part of the gang" we ran about two hours of sensitivity sessions. The consensus is that the objectives were accomplished and a real bonus factor has been the development of a sound rapport between the Physical Education and Recreation Department and our Educational Development Services staff.

Two of us are assigned as counselling representatives to the residence halls. We are asked to participate in the fall orientation sessions for residence hall personnel. Since that time, we have had frequent meetings with the residence hall staff and we eat lunch in the Dining Hall at least once weekly. We assumed the prerogative of introducing the concept of encounter groups in the dorms and there are now several dorm residents involved in both group and individual counselling. "Sure," the skeptic will say, "Now you have them all stirred-up. Kids are impressionable. Sure they'll come." And our reply? "Until we begin to know ourselves, the who that we are, all external data seems to have little relevance. Where else in the educational process does a human being have a chance to explore self?!"

Future Programs

Probably the most significant extension of our influence is still on the launching pad - only in concept stage. The problem: how can we help evolute meaning and relevance to education at this college? We've gained a foothold into this arena in our inter-relationships with our academic advisors. The two-way communication established has a pronounced affect. The next step we hope to accomplish, and this one is in the mill, is the development of an "Educational Feedback System." The main import of this system is to make available to academic faculties and to individual staff members information which is relevant to their success in the classroom. As any counsellor is well aware, there is an almost daily input of information relating to classroom performance, to teachers' skills or the lack of same, and to the relevance of the information with which students are dealing. The purpose of the Educational Feedback System is to compile and edit this information and, upon request, to feed it back to the persons

involved so that it can be used as a catalyst for change. In addition, we hope to be able to help individual instructors or departments develop evaluative instruments on which students can voice their impressions and concerns. We hope that we can feed this information back matter-of-factly and that we can help the persons involved to use the data constructively. To keep our finger on the pulse of the campus we also periodically invite students to our staff meetings to feed in information and to make suggestions about our services and about campus life in general.

Another emerging concept is Educational Development Services as a "Communications Centre." It becomes increasingly apparent that when we are dealing only with problems that are being daily perpetuated, we are, at best, only breaking even. As a communications centre, E.D.S. will seek to help all school personnel listen to one another and, hopefully, to begin to explore ways and means of resolving conflicts and of improving the educative process and the total academic environment. This would include student to student confrontations, teacher to teacher confrontations and/or administrator to administrator confrontations, as well as vertical groupings which would include all three factions. This concept seems consistent with Rogers' ideas and with those proposed by Morrill, Ivey and Oetting (1968).

Additional plans for the future involve the help of student volunteers who would (1) provide assistance for students on an advertised twenty-four hour "hot line" telephone answering service, (2) provide assistance for the Child Care Centre, a nursery for pre-school children of registered students and (3) run a "Student Information Booth" to provide daily contact and exchange of information on college life, transfer information, etc.

In the near future, Mount Royal is moving to a new campus where some unusual ideas with regard to physical set-up are going to be implemented. "Office landscaping," where there will be only partial walls between offices and the sound factor will be held to a minimum via carpeting and sound-proof baffling will be tried and may influence our programs.

We hope that you, the readers are excited at this point. Working with the concept of counselling as a positive force is exciting and challenging and scintillating! And we have a request - if you're not involved in this type of process, get involved. If you're ahead of us in your development or paralleling our growth, please share your ideas, your successes and your failures with us.

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